

Anticipation Guide Strategy toward Students' Reading Comprehension of Descriptive Text at Seventh Grade Students of MTsN Sipirok

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Abstract: *This study was aimed at finding out the effect of Anticipation Guide Strategy toward students' reading comprehension of descriptive text at seventh grade students of MTsN Sipirok. The design of the research was quasi experimental with factorial design 2x2. The samples were chosen by using cluster random sampling. The samples were VII-2 as experimental class(36 students) and VII-4 as control class(36 students). The instruments were applied using reading comprehension test of descriptive text test. The data were analyzed by using Lilieford Test for Normality testing, variance test for homogeneity testing, t-test and ANOVA for hypothesis testing. The result of this study show that the students who were taught by using Anticipation Guide Strategy had better reading comprehension of descriptive text than those who were taught by using Small Group Discussion Strategy,*

Keywords: Anticipation Guide Strategy, Reading Comprehension, Descriptive Text

1. Introduction

In learning English, reading is one of the essential skills that have to be learned and mastered by students. By reading, the students can get much information or ideas provided in a text. It means that the students must be able to get a deeper understanding of information which is presented in a text. To help the students comprehend the text, they have to know the strategies which are appropriate for the type of text. Then, they should understand how to apply strategy to accomplish the reading purpose.

In addition, reading comprehension is a complex and difficult process to do by the students as the readers. It is difficult to do because in getting information from the text, the students should have good ability in language skills and language components such as vocabulary and grammar. Both of these elements help the students to construct the meaning of the text and the students can comprehend the text more easily.

To help the students in reading comprehension, the teachers used the small group discussion strategy in teaching reading. The teacher explained the type of the text first, then it gives to the students. The students divided into some small group which consists three or four member in each group. The teacher asks the students to answer the questions given by teacher after the students discuss the text. Next, the teacher and the students discuss the text together. Based on the a minute of interview, the teacher in the MTs Negeri Sipirok stated that the students often get confused since they did not get specific instruction in reading. The teacher also explained that the students just read the text once or twice. After that, the students try to answer the questions. Moreover, the students do not answer the questions correctly and the students would think that the text difficult to comprehend. As the result, the students would give up in answering the questions and they talk to other in the group. The students do not have interest to continue the reading activity. Based on the problems above, the teacher should find an appropriate

strategy in teaching reading to help the students comprehend the text well and they give attention in reading activity.

Actually, to gain the reading comprehension, there are several strategies might taught by teacher in classroom. These various strategies is used to activate the students background knowledge in order to comprehend the text better. One of a good strategy is Anticipation Guide Strategy. The strategy was selected because the strategy stimulates the students prior knowledge before reading. This strategy also indirectly arouses students' interest to read and build students' curiosity in reading. According to Buehl (2009:59), An anticipation guide engages students in examining their knowledge and beliefs about the topic and prompt them to reassess their thinking after reading the text. The Anticipation guide strategy actives the students' schemata and background knowledge by previewing vocabulary, making predictions and assessing what is already known about the topic. If the preparation by determining and building background knowledge is neglected, the students may have trouble in setting a purpose for reading. They may have difficulty in distinguishing ideas and answering questions. By engaging in strategies which develop background knowledge before reading, the teacher can find how much background knowledge the students have. The more the students know about the subject, the more they are interested. Thus, it motivates the students to read and learn from the texts.

The previous research of the Anticipation Guide Strategy is done by Rahmani and Roozkhoon (2013). They discussed about "The Effect of using Anticipation Guide Strategy in Iranian EFL Learners' Comprehension". Anticipation Guide strategy is encouraging the students to get understanding on text. They found that the students were critical thinkers and able in understanding different kinds of information in the text. This strategy arises the students'curiosity and provide authentic environment in class. Moreover, the Anticipation Guide strategy helps the students cooperate with each other during class discussion and this kind of cooperation can be useful for all aspects of their lives. Addition , the students learn to plan before starting to read by using the anticipation

strategy. By Anticipation Guide Strategy, the students can promote their comprehension. Therefore, Rahmani's is adopted because the sample of the research have similar roles in learning English. The students' in both of countries learn English as EFL. Unlike Rahmani and Roozhoon, this research deals with Madrasah Tsanawiyah Negeri Sipirok.

In curriculum 2013, the Junior High School offers the students to learn the descriptive text. It is learned by seventh grade students specially Madrasah Tsanawiyah Negeri Sipirok. Related to Permendikbud (2016: 165), the purposes of teaching descriptive text are the students are able to identifying general information, identifying specific information, identifying generic structure of the text, identifying meaning of word and making inferences. It needs attention from teachers to help the students in comprehending the descriptive text and answer the questions correctly by using appropriate strategy.

2. Review of Related Literature

2.1 Reading Comprehension

Reading comprehension is not an simple and easy activity to do, it is a complex process to construct the meaning from written language. According to Sheng (2000), Nuttal (2005), Merisuo and Strom (2012), reading comprehension is a complex process which the readers need to combine information from the text and their previous knowledge to construct the meaning. Briefly, reading comprehension means process in extracting the required information from the texts. The process of comprehending involves decoding the writers' words and using background knowledge to construct an understanding of writers' message. Reader who dot not have the background knowledge, abilities or motivation to overcome the barriers presented text will have more difficulty comprehending the types of the text.

There are several component of reading comprehension. According to King and Stanley (2004), Smith (2003), reading comprehension skill has five components contained in reading texts that may help the students in comprehending a text which they are finding factual information, main idea, meaning of vocabulary in the context, references, and making references. Hence, the students need to find factual information, main idea, vocabulary, reference and making references components in comprehending text well by themselves.

2.2 Descriptive Text

According to Kane (2000), Seyler (2004), descriptive text has some characteristics as follow;(a) Generic structure consists of identification and description;(b)Focus on a specific participant;(c)Use attributive and identifying process; (d) Frequent use of epithets and classifier in nominal groups;(e)Use simple present tense.Moreover,Junior High School in Indonesia, for descriptive texts , the Education Department has programmed the indicators that should be mastered by the students . The description tells about the details of the main idea that has been stated in general classification. Based on explanation above, it concludes that descriptive texts consist of two generic structures. There are

identification, description, and uses simple present tense as the grammatical pattern. However, the indicators are supposed to help the students in comprehending the descriptive texts.

2.3 Anticipation Guide Strategy

Anticipation Guide Strategy is a reading strategy that can be used to connect their prior knowledge and the text. According to Preszler et al(2005),Kozen et al (2006) Buehl (2014), anticipation guide strategy get the students interested in learning materials by activating their prior knowledge, interests, and beliefs. According to Yell and Scheurman (2004),Tierney and Readence (2005),Buehl (2009), they propose the procedures of Anticipation Guide strategy are; (a) identify major concepts; (b) determine the students' knowledge of the concepts; (c) create statements;(d) decide statements order and presentation mode; (e) present guide; (f) discuss each statement briefly;(g) direct the students to read the text and;(h) conduct follow up discussion.

3. Methodology

The design of this research was quasi- experiment research. According to Gay, et al (2011:272), the purposes of the factorial design is to determine whether the effect of an independent variable are generalizable across all level or whether the effect are specific to particular level. The data collected from the seventh grade students of MTsN Sipirok which is VII-2 as experimental class and VII-4 as control class. The instrument is reading comprehension test of descriptive text. The instrument of the test was validated by an expert before it was used in the research. Before administer post test to the samples, the instrument must be tried out first to the class where the students had same ability with students in experimental and control class. It was done to know the validity, reliability, discrimination index and difficulty index of the instrument. Before testing the hypothesis, the data was analyzed by pre-requisite analysis that are normality and homogeneity testing.

4. Finding and Discussion

Reading test was used to know the students' reading comprehension of descriptive text. The data can be seen on the following table:

Table 4.1: The result of students' reading comprehension of descriptive text score in experimental and control class

Class	N	Mean	Max	Min	SD	Var	Sum
Experimental	36	76.65	100	54	11.57	133.87	2760
Control	36	72.22	96	50	12.29	150.96	2600

From the table above, it was found that the maximum score of students' reading comprehension in experimental class is 100 and the minimum score is 54. The mean score is 76,65, the standard deviation is 11.57, and the variance is 133.87. While, the maximum score of students reading comprehension in control class is 96, minimum score is 50. The mean is 72.22, the standard deviation is 12.29 and the variance is 150.96.

Furthermore, the result of the data analysis of reading comprehension by using t-test in both of experimental class and control class can be seen in the table below.

Table 4.2: The result of T-test Analysis of Students' Reading Comprehension in Experimental and control class

T-test analysis	T _{observed}	T _{table}	Note
Students' reading comprehension	4.381	2.000	T _{observed} > t _{table} H _a accepted

Based on the table above, it was found that the value of t_{observed} was 2.000, while the value of t_{table} with level of significance 0.05 was 4.381. Since the value of the t_{observed} was higher than the value of t_{table}, it means that H₀ was rejected and if the t_{observed} was lower than the value of t_{table}, it means that H₀ was accepted. Consequently, H_a is accepted. It shows that the students who are taught by using Anticipation Guide Strategy get better reading comprehension of descriptive text than the students who are taught by using small group discussion strategy.

Based on the data analysis and findings of reading comprehension post test and statistical analysis hypothesis testing, it is concluded on further explanation on discussion as follow: Students who are taught by Using Anticipation Guide Strategy have better reading comprehension of descriptive text than those who are taught by using Small Group Discussion. From the data analysis and findings, it is concluded there was a significant effect using Anticipation Guide Strategy as a treatment in experimental class on the students' reading comprehension in descriptive text. It supported by Major et al (2016:177), Anticipation Guide Strategy is an activity whereby students are asked to respond to a series of questions and make predictions prior to reading in order to activate prior knowledge and increase curiosity. Shortly, this process helps the students think about ideas and concepts prior to reading about them. The activity asks the students to make prediction or responds to a set of statement about a material. By asking the students to respond before reading, the teacher are able to focus students' attention on significant concepts of text as well as prepare them for the students. By using anticipation guide, students take part in class discussion about the subject matter and this strategy encourages them to discover their thoughts and opinions. As a result, anticipation guide also helps students to be critical thinkers and able in understanding different kinds of information. This strategy prevents students to be just passive receivers of knowledge. This study also helps instructors to develop their capacity in finding different ways for removing instructional barriers.

In learning process taught by using Anticipation Guide Strategy, the students are be relaxed, comfortably, and motivated. Based on Condy (1998:127) that Anticipation Guide have the potential to stimulus interest because the strategy help students clear up misconception and accommodate new information that may be at odds with their previous thinking. This benefit will bring a meaningful activity for the students.

Moreover, the students have fun and the teacher creating a cheerful environment of the class by giving them interesting text that relevant to their daily life. The students' have known

the materials and they have prior knowledge about materials and they connected it with the Anticipation Guide Strategy test which is agree or disagree related to the statements have been given. According to Buehl (2014:59) claimed that Anticipation Guide is a front loading strategy that forecast major ideas in a passage through statements that active students' thought and prior knowledge.

On the contrary, the result of post test showed there was a significant different between experimental and control class. The control class, the students got lower score. The students in control class feel bored in group which consist into 3/4 students. Some of students were not totally involved in teaching and learning activities. Some students were not actively participating during the discussion. The active or high achiever students were dominated teaching and learning activities.

5. Conclusion and Suggestion

5.1 Conclusion

Based on research findings and discussions, Anticipation Guide Strategy provide an opportunity to active and assess students' prior knowledge, motivate them to engage with the text and prepare them to read with understanding. During reading, anticipation guide engages students in evaluating claims, comparing their prior understanding with the text and justifying claims with evidence from the text. After reading, students integrate the new information they have received with their previous knowledge to form modified beliefs. The processes incorporated—using prior knowledge, making predictions before reading, monitoring comprehension during reading, and using fix-up strategies after reading—represent comprehension processes that good readers possess. Thus, we can see how the use of the anticipation guide can enhance comprehension.

5.2 Suggestion

Based on the findings and conclusion above, the research would like to provide suggestion as follows: this research finding indicates that Anticipation Guide Strategy was one of the effective ways to help the students in reading comprehension at Seventh Grade Students of MTsN Sipirok. Therefore, it is suggested that the teachers at MTsN Sipirok to apply Anticipation Guide Strategy as a variation of teaching reading strategy. It is suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Beside that, the researcher suggested to conduct the same research for other skills and kinds of the texts.

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